

Handbook for Evaluation of Certified Personnel



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Owen County Schools

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ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Owen County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

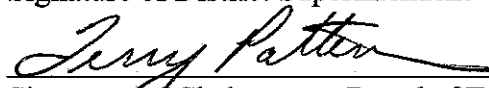
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 19, 2001.



Signature of District Superintendent

6/21/01

Date



Signature of Chairperson, Board of Education

6/21/01

Date

ACKNOWLEDGEMENTS

The Owen County Schools gratefully acknowledge the contributions of the following members who unselfishly gave of their time and expertise in developing the Handbook for Evaluation of Certified Personnel. This guidebook communicates to the school district and community our highest expectations for all certified educators.

Mr. Mark DeCandia, Principal	Primary School
Ms. Sharen Hubbard, Teacher	Primary School
Mr. Robert Stafford, Principal	Elementary School
Ms. Jill Dunavent, Teacher	Elementary School
Ms. Jo Wallace, Principal	Middle School
Ms. Sharon Berkley, Teacher	Middle School
Ms. Beth Johnson, Principal	High School
Mr. Darren Holt, Teacher	High School
Mr. Michael Ramsey, DPP	Central Office (Contact Person)

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INTRODUCTION

The Owen County Board of Education, through the Certified Evaluation Plan, seeks to provide certified staff members with a way to improve teaching skills and experience professional growth.

PURPOSE

The evaluation of certified personnel is a cooperative, constructive and continuous process. It enables each certified staff member the opportunity for professional growth while helping to improve the overall educational/instructional program.

The purpose of the Owen County Certified Evaluation Plan is to:

- ◆ Improve student learning
- ◆ Improve the quality of instruction
- ◆ Provide assistance to certified personnel for the improvement of their job performance
- ◆ Foster professional growth
- ◆ Support individual personnel decisions
- ◆ Provide a measure of performance accountability to citizens

DEFINITIONS

ADMINISTRATOR – Any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Educational Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator.

APPEAL – A process whereby any certified employee can formally challenge their evaluation.

CONFERENCE – A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

CORRECTIVE ACTION PLAN – A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the formative or summative evaluation. Specific assistance and activities are identified and progress monitored.

EVALUATEE – One whose behaviors and performances are being observed, examined, appraised, or critiqued.

EVALUATION – The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plan.

EVALUATION COMMITTEE – A group of local school district teachers and administrators responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

EVALUATION PLAN – The forms and procedures used for formative and summative evaluation. The Owen County Board of Education and the Kentucky State Board of Education must approve both the plan and procedures.

EVALUATION PROCEDURES – Procedures that are designed to foster professional growth and to support individual personnel decisions.

EVALUATOR – One who appraises or carefully examines behaviors and performances of the evaluatee to determine a value. Evaluators must be trained, tested, and certified by the Kentucky Department of Education.

FORMATIVE EVALUATION – A continuous cycle of collecting evaluation information, and providing feedback regarding the certified employee's professional growth and performance.

INDICATORS – The measurable behaviors and outcomes which demonstrate performance criteria.

OBSERVATION – A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. All observations will be conducted openly and with the full knowledge of the teacher or administrator.

PERFORMANCE CRITERIA – The performance areas, specific skills or outcomes on which the certified employee shall be evaluated based upon job position and the district evaluation plan.

POST OBSERVATION CONFERENCE – A meeting between the evaluator and the evaluatee to provide feedback from the evaluator. The evaluator and the evaluatee will analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

PRE-OBSERVATION CONFERENCE – A meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, time, etc. of the observation(s).

PRIMARY EVALUATOR – the evaluator who is the employee's immediate supervisor (principal, assistant principal, etc.)

PROFESSIONAL GROWTH PLAN – A plan developed by the evaluatee with the assistance of the evaluator whereby goals for enrichment and development are established. The plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The plan shall be aligned with specific goals and objectives of the school and/or district improvement plan.

STANDARDS OF PERFORMANCE – Acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.

SUMMATIVE EVALUATION – The summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

SUPPORT STAFF – Any certified staff other than teacher or administrator.

TEACHER – A teacher is any certified staff person who directly instructs students.

- ◆ Non Tenured Teacher = limited contract.
- ◆ Tenured Teacher = continuing contract.

THE EVALUATION PROCESS

All certified staff members will be evaluated by their immediate supervisor, who is designated as the primary evaluator. Evaluations are to be conducted on approved forms which become part of the official personnel file.

ORIENTATION

The evaluation process begins with an orientation of the certified staff by each immediate supervisor on the criteria on which they are to be evaluated. The orientation is to be completed no later than the end of the first month of reporting for employment for each school year. Topics to be discussed include:

- ◆ Performance Criteria
- ◆ Evaluation Procedures
- ◆ Professional Growth Plan
- ◆ Appeals Process
- ◆ School/district Improvement Plan

EVALUATION CYCLE

- ◆ Each cycle will include a pre-observation form, formative evaluation(s), summative evaluation and a professional growth plan.
- ◆ A record of the evaluation cycle is maintained at the building level

FREQUENCY OF EVALUATION

Non-tenured teachers

- ◆ Will be formally evaluated each year.
- ◆ Multiple observations will be conducted with a minimum of two (2) scheduled observations made each of the non-tenured years.
- ◆ Formative data collected during the beginning teacher internship will be utilized in the summative evaluation of the intern.
- ◆ Additional formative evaluations may be conducted as determined by the immediate supervisor.

Tenured teachers

- ◆ Will be formally evaluated every three years.
- ◆ A minimum of at least one (1) observation will be conducted. Multiple observations will be conducted if the observation is unsatisfactory.
- ◆ Additional formative evaluations may be conducted as determined by the immediate supervisor.

Administrators

- ◆ Summative evaluation shall occur annually for all administrators.

FORMATIVE EVALUATION

A formative evaluation includes:

- ◆ A pre-observation conference and/or a pre-observation form completed before each formal observation.
- ◆ Formal Observation – Observing the teacher in the classroom setting using the formal observation instrument.
- ◆ Informal Observation – Evaluators may utilize informal observations during the evaluation cycle. Informal observations do not require a post-observation conference.
- ◆ Post-observation conference between evaluator and evaluatee shall be conducted within five (5) working days. Both the evaluator and evaluatee shall sign the observation form. Copies of the observation form will be provided to the evaluatee and kept on file by the evaluator.
- ◆ The evaluatee shall be provided an opportunity for a written response to the evaluation and the response will become part of the official personnel record.
- ◆ Review/revise professional growth plan.
- ◆ A Corrective Action Plan is required for any teacher standard rating of “does not meet.”

THIRD-PARTY OBSERVER

Owen County Schools will follow and comply with KRS 156.557 and 704 KAR 3:345 regarding third-party observer.

SUMMATIVE EVALUATION

The summative evaluation is a summary of all data gathered during the total evaluation cycle. A summative evaluation includes:

- ◆ A meeting between the evaluator and evaluatee to discuss the formative evaluations and other information gathered during the formative evaluation cycle.
- ◆ Both evaluator and evaluatee shall sign the summative evaluation form. Copies of the summative evaluation will be provided to the evaluatee, kept on file by the evaluator and submitted to the superintendent’s office by April 1.
- ◆ Before April 1, the evaluatee shall be provided an opportunity for a written response to the evaluation, and the response will become part of the official personnel record.
- ◆ Revise/review professional growth plan.
- ◆ A Corrective Action Plan is required for any teacher standard rating of “does not meet.”

PROFESSIONAL GROWTH PLAN

The evaluation plan shall include a professional growth plan aligned with specific goals and objectives of the school/district improvement plan and shall be revised/reviewed annually. See page 28 for additional information.

Provisions for the superintendent’s professional growth plan are pursuant to KRS 156.111.

CORRECTIVE ACTION PLAN

Any unsuccessful rating on either the formative or summative evaluation or when an immediate change in behavior is required, a corrective action plan is to be developed by the evaluator and evaluatee. See page 30 for additional information.

APPRAISAL OF EVALUATION PROCESS

- ◆ The certified staff annually will evaluate the certified evaluation plan. This will occur on or before May 1.
- ◆ The Certified Evaluation Plan Committee will meet when necessary to review/revise the plan.
- ◆ The Owen County Board of Education and the Kentucky Department of Education will approve all revisions.

TEACHER AND ADMINISTRATOR WORKING PORTFOLIOS

The "Teacher and Administrative Portfolio" is an Optional Evaluation Component, which allows the collection of materials and select pieces for inclusion as part of the evaluation process.

The most important reason for inclusion of a portfolio component in the evaluation process is that the portfolio identifies both a broader and more in-depth picture of the evaluatee's thinking and behavior than traditional evaluation procedures, thus, giving the evaluator more insight into the overall climate, management and instructional issues the evaluatee faces. In addition, portfolios can give teachers and administrators a purpose and framework for preserving and sharing work samples. This can stimulate teachers and administrators to reflect upon instructional strategies, education in general, and desired goals for the upcoming year. The portfolio permits modeling the behavior developed by students.

Portfolios may contain a wide range of work to best demonstrate the versatility and expertise of an educator. Some examples include:

1. Professional Development experiences
2. Evidence of interaction with students, parents, and other professional colleagues
3. Evidence of school and/or community involvement
4. Record of classroom observations
5. Documentation of projects
6. Special forms developed
7. Special awards or recognitions
8. Professional vita
9. Selected news articles written
10. Descriptions of committee work and/or grant writing
11. Self assessment/reflections
12. Personal mementos

APPEALS PROCESS

Any certified staff member who is dissatisfied with his summative evaluation may request a hearing. In compliance with 704 KAR 3:345, Section 7 and KRS 156.101, the Owen County Schools shall provide for the following:

- ◆ Right to a hearing as to every appeal.
- ◆ Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel.
- ◆ Right to presence of evaluatee's chosen representative.

APPEALS PANEL

- ◆ All members of the Appeals Panel shall be current certified staff members of the Owen County School System. The entire certified staff elects the two members of the Appeals Panel and one is recommended by the superintendent and approved by the Board of Education.
- ◆ In the election of the Appeals Panel members, the persons receiving the first and second greatest number of votes district wide shall be members of the Appeals Panel. The person receiving the third and fourth greatest number of votes shall be designated as alternates.
- ◆ The superintendent shall appoint a member and an alternate to serve as chairperson of the Appeals Panel.
- ◆ The length of term for an Appeals Panel member shall be three (3) years. The panel members shall assume their responsibilities on October 1.
- ◆ The election shall be held and appointments made for the Appeals Panel during the month of September.
- ◆ The elections shall be conducted by the District Contact Person using the following criteria:
 1. Open nominations
 2. Secret Ballot
 3. One person-one vote

APPEALS PROCEDURE

- ◆ Any certified staff member who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days following receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the District Evaluation Committee.
- ◆ Upon receipt of a request for an appeal, the chairperson of the Appeals Panel shall notify the Appeals Panel members and schedule a hearing. The panel will notify the evaluator and the evaluatee of the time, date and place of the hearing. within three (3) working days from the date the appeal was filed.

- ◆ Following the hearing, the panel shall issue one of the following recommendations to the Superintendent within fifteen (15) working days from the date the appeal was filed.
 1. Uphold the original evaluation.
 2. Order a new evaluation by a second trained evaluator.
 3. Remove all or part of the summative evaluation found to be in error and eliminate it from the official personnel record of the evaluatee.

APPEALS PANEL PROCEDURES

- ◆ The panel will convene, conference and review all documentation presented by both parties.
- ◆ A copy of all documentation will be provided to both parties in advance of the hearing.
- ◆ Each party will be allowed to choose representatives.
- ◆ During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin.
- ◆ The panel may question either party or witnesses during the hearing.
- ◆ Each party will be asked to make closing remarks.
- ◆ The panel will make closing remarks.
- ◆ The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.
- ◆ No panel member shall serve on any Appeals Panel considering an appeal for which he/she was the evaluator. Whenever a panel member or panel member's immediate family appeals to the panel, the member may not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.
- ◆ Any certified staff member who feels that the local district is not implementing the evaluation plan according to the way it was approved by the Owen County Board of Education and State Board of Education shall have the opportunity to appeal to the State Board of Education.

EVALUATION APPEALS HEARING REQUEST FORM

I, _____, have been evaluated
by _____ during this current school
year evaluation cycle. My disagreement with the findings of the summative
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Owen County School District Evaluation Appeals Panel to hear
my appeal.

My appeal challenges the summative findings on:

- ☐ Substance
- ☐ Procedure
- ☐ Both substance and procedure

The date of the summative conference was _____.

The date the evaluator was notified of intent to appeal was _____.

*I hereby give my consent for my evaluation records to be presented to the members of the
Evaluation Appeal Panel for their study and review. I will appear before the Panel if
requested.*

Employee

Date

**This form shall be presented in person or by mail to any member of the district
Evaluation Appeals Panel within five (5) working days within receipt of the
summative evaluation.**

TEACHER

- ◆ **Evaluation Standards and Performance Criteria**
- ◆ **Formative Pre-Observation Form**
- ◆ **Post Observation Conference Form**
- ◆ **Summative Evaluation Conference Form**
- ◆ **Professional Growth Plan**
- ◆ **Professional Growth Plan Form**
- ◆ **Corrective Action Plan**
- ◆ **Corrective Action Plan Form**

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

Standard 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to student objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communications skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborates with school services and community.

Standard 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development plans.

- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrated Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research.

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Additional Criteria for Special Education Teachers

- a. Assists and guides teachers through the referral process
- b. Maintains ongoing records of referred, evaluated, and placed students
- c. Follows timelines from initial referral to placement
- d. Completes all forms as required before placement and reevaluation
- e. Compiles case history as needed
- f. Selects appropriate student objectives as dictated by ARC and IEP
- g. Schedules caseload in an efficient and cooperative manner
- h. Implements therapy related to classroom curriculum when possible
- i. Is knowledgeable of Total Communication Approach
- j. Prepares paperwork in advance and has necessary forms available for ARCs
- k. Uses narrative methods of reporting student progress when appropriate
- l. Shows actual expectations, IEP goals, and objectives met by student each grading period
- m. Reports so that students are not compared to other students
- n. Maintains ongoing progress and communicates it to parent/guardian
- o. If appropriate, plans with classroom teachers and staff to implement IEP
- p. Cooperatively develops IEP goals and objectives with regular education teachers who have students with disabilities
- q. Serves as a consultant on modification and adaptations
- r. Assists in proper referral of individuals to agencies and specialists in the community as appropriate
- s. Shares instructional materials and media
- t. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board of Education

FORMATIVE PRE-OBSERVATION CONFERENCE FORM

School Year _____

(To be completed by the evaluator and evaluatee before the classroom observation visit.)

_____ Evaluatee	_____ Evaluator	_____ Position
_____ School	_____ Date	_____ Time
_____ Content Area/Grade(s)	_____ # Students with IEP	_____ # of Students

(To be completed by evaluatee and provided to the evaluator before the classroom observation.)

Academic Expectations Targeted # _____ # _____ # _____ # _____

Core Content # _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or Unit _____

Special/Unique situations or circumstances of which observer should be aware:

Other comments/concerns: _____

Professional Growth Plan Status: _____

_____ Evaluatee Signature	_____ Date	_____ Evaluator Signature	_____ Date
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TEACHER POST OBSERVATION CONFERENCE FORM

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee _____ Content Area _____ Grade _____

Evaluator _____ Position _____

Date of Conference _____ School _____

(If additional room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	<ul style="list-style-type: none"> ❖ More than one (1) rating may be checked. ❖ A N/A (not applicable) or N/O (not observed) rating may be used. 			
1. Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	
1.1 Builds positive relationships within and between school and community.				
1.2 Promotes leadership potential in colleagues.				
1.3 Participates in professional organizations and activities				
1.4 Writes and speaks effectively.				
1.5 Contributes to the profession knowledge and expertise about teaching and learning.				
1.6 Guides the development of curriculum and instructional materials.				
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Initiates and develops educational projects and programs.				
1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics.				
2. Demonstrates Knowledge of Content	Meets	Growth Needed	Does Not Meet	
2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2 Communicates a current knowledge of discipline(s) taught.				
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.				
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5 Connects content knowledge to real-world applications.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7 Analyzes sources of factual information for accuracy.				
2.8 Presents content in a manner that reflects sensitivity to multicultural and global perspective.				
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				

3. Designs/Plans Instruction	Meets	Growth Needed	Does Not Meet	
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3 Integrates skills, thinking processes, and content across disciplines.				
3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5 Creates and utilizes learning experiences that are developmentally appropriate for learners.				
3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9 Develops and implements appropriate assessment processes.				
3.10 Secures and uses a variety of appropriate school and community resources to support learning.				
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				

4. Creates/maintains Learning Climate	Meets	Growth Needed	Does Not Meet	
4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3 Shows consistent sensitivity to individuals and responds to students objectively.				
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Encourages and supports individual and group inquiry.				
Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9 Works with colleagues to develop an effective learning climate within the school.				

5. Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	
5.1 Communicates specific goals and high expectations for learning.				
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6 Stimulates students to reflect on their own ideas and those of others.				
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.				
Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11 Makes effective use of media and technologies.				
5.12 Makes efficient use of physical and human resources and time.				
5.13 Provides opportunities for students to use and practice what is learned.				
5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				

6. Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	
6.1 Selects and uses appropriate assessments.				
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3 Assess student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
Provides opportunities for students to assess and improve their performance based on prior assessment results.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				

7. Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	
7.1 Assesses and analyzes the effectiveness of instruction.				
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3 Assesses programs and curricula; purposes appropriate recommendations and needed adjustments.				

8. Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	
8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5 Secures and makes use of school and community resources that present differing viewpoints.				
8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8 Analyzes previous collaborative experiences to improve future experiences.				
8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				

9. Engages in Professional Development	Meets	Growth Needed	Does Not Meet	
9.1 Establishes priorities for professional growth.				
9.2 Analyzes student performance to help identify professional development needs.				
9.3 Solicits input from others in the creation of individual professional development plans.				
9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.				

Standards/Performance Criteria	Performance/Product/Portfolio			Notes
	Ratings			
10. Demonstrated Implementation of Technology	Meets	Growth Needed	Does Not Meet	
10.1 Operates multimedia computer and peripherals to install and use a variety of software.				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases, and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9 Designs lessons that use technology to address diverse student needs and learning styles.				
10.10 Practices equitable and legal use of computers and technology in professional activities.				
10.11 Facilitates the lifelong learning of self and others through the use of technology.				
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13 Applies research-based instructional practices that use computers and other technology.				
10.14 Uses computers and other technology for individual, small group, and large group learning activities.				
10.15 Uses technology to support multiple assessments of student learning.				
10.16 Instructs and supervises students in the ethical and legal use of technology.				

PROFESSIONAL GROWTH ACTIVITIES DISCUSSED

** More than one rating may be checked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.*

Evaluatee Signature

Evaluator Signature

Date

Standards/Performance Criteria	Performance/Product/Portfolio Ratings (More than one (1) rating may be checked)			Notes
	Meets	Growth Needed	Does Not Meet	
Additional Criteria for Special Education Teachers				
a. Assists and guides teachers throughout the referral process				
b. Maintains ongoing records of referral, evaluated and placed students				
c. Follows timelines from initial referral to placement				
d. Completes all forms as required before placement and reevaluation				
e. Compiles case history as needed				
f. Selects appropriate student objectives as dictated by ARC and IEP				
g. Schedules caseload in an efficient and cooperative manner				
h. Implements therapy related to classroom curriculum when possible				
i. Prepares paperwork in advance and has necessary forms available for ARCs				
j. Uses narrative methods of reporting student progress when appropriate				
k. Shows actual expectations, IEP goals and objectives met by student each grading period				
l. Reports so that students are not compared to other students				
m. Maintains ongoing progress and communicates it to parent/guardian				
n. If appropriate, plans with classroom teachers and staff to implement IEP				
o. Cooperatively develops IEP goals and objectives with regular education teachers who have students with disabilities				
p. Serves as consultant on modifications and adaptations				
q. Assist in proper referral of individuals to agencies and specialists in the community as appropriate				
r. Shares instructional materials and media				
s. Assumes responsibility for requisitioning and maintaining needed equipment and materials as provided by the Board				

* More than one rating may be checked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

Evaluatee Signature

Evaluator Signature

Date

SUMMATIVE EVALUATION FORM FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards	Meets	Ratings	
		Growth Needed	Does Not Meet*
1. Demonstrates Professional Leadership			
2. Demonstrates Knowledge of Content			
3. Designs/Plans Instruction			
4. Creates/Maintains Learning Environment			
5. Implements/Manages Instruction			
6. Assesses and Communicates Learning Results			
7. Reflects/Evaluates Teaching/Learning			
8. Collaborates with Colleagues/Parents/Others			
9. Engages in Professional Development			
10. Demonstrated Implementation of Technology			
Additional Criteria for Special Education Teachers			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ Sp. Ed. _____

Evaluatee's Comments _____

Evaluator's Comments _____

To be signed after all information above has been completed and discussed.

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature Date

Evaluator Signature Date

Employment Recommendation to Central Office:

☐ Meets teacher standards for re-employment

☐ Does not meet teacher standards for re-employment

Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form.

** Any rating in the "does not meet" column requires the development of an Individual Corrective Action plan.*

PROFESSIONAL GROWTH PLAN

All certified staff members are required to develop and/or update a yearly professional growth plan. This plan is to be completed by the employee with assistance from the immediate supervisor.

Present Professional Growth Stage

Select the stage of professional development that matches your personal stage of growth.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Reinforcement/Impact

Growth Goal(s)/Objectives

Identify your specific goal(s)/objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Procedures and Activities for Achieving Goal(s)/Objective(s)

List the specific activities you plan to do in order to meet your goal(s)/objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague who has mastered the goal for objective; enrolling in a seminar; collaborating with other support personnel, etc.

Expected Impact

Describe the expected impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion

Identify the target date(s) for accomplishment of goal(s)/objective(s).

PROFESSIONAL GROWTH PLAN FORM

Evaluatee _____ Date _____ Work Site _____ School Year _____

*Present PG Stage	Growth Goal(s)/Objective(s)	Procedures and Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/ Review

Evaluatee's Comments _____

Evaluator's Comments _____

This individual professional growth plan is aligned with specific goals and objectives of school/district improvement plan.

Growth Action Plan Developed		Annual Review:		Continued
		Achieved	Revised	
Evaluatee Signature	Date	Evaluatee Signature		Date
Evaluator Signature	Date	Evaluator Signature		Date

* Professional Growth Plan Stages:
 O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Reinforcement/Impact

CORRECTIVE ACTION PLAN

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does not meet" rating on any one Standard or more from the Summative Evaluation or when an immediate change in behavior is required. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the Standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

Standard Number

Identify the specific standard(s) checked from the Summative Evaluation Form that has a "does not meet" rating.

Present Professional Growth Stage

Select the stage of professional development that matches your personal stage of growth.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/ Management

R = Reinforcement/Impact

Growth Goal(s)/Objective(s)

Growth goals and objectives must address specific standard(s) rated as "does not meet" on the Summative Evaluation Form. The evaluatee and the evaluator work closely to correct the identified weakness(es).

Procedures and Activities for Achieving Goal(s)/Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

Appraisal Method, Target Dates, and Documentation

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee. Evaluator must follow the local district professional development growth and evaluation plan processes and procedures for implementing the Corrective Action Plan.

CORRECTIVE ACTION PLAN FORM

Evaluatee _____ Date _____ Work Site _____ School Year _____

Standard Number	*Present PG Stage	Growth Objective(s)/Goals Describe Desired Outcomes	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments _____

Evaluator's Comments _____

Correction Action Plan Developed	STATUS:	Achieved	Revised	Continued
Evaluatee Signature _____	_____	Evaluatee Signature _____	_____	Date _____
Evaluator Signature _____	_____	Evaluator Signature _____	_____	Date _____

* Professional Growth Plan Stages:
 O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Reinforcement/Impact

ADMINISTRATOR

- ◆ **Evaluation Standards and Performance Criteria**
- ◆ **Summative Conferencing Form**
- ◆ **Summative Evaluation Form**

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR ADMINISTRATORS

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 1.3 The core beliefs of the school vision are modeled for all stakeholders.
- 1.4 The vision is developed with and among all stakeholders.
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 1.6 Progress toward the vision and mission is communicated to all stakeholders.
- 1.7 The school community is involved in school improvement efforts.
- 1.8 The vision shapes the educational programs, plans, and actions.
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.13 Assessment data related to student learning are used to develop the school vision and goals.
- 1.14 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- 1.15 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.16 Needed resources are sought and obtained to support the implementation of the school mission and goals.
- 1.17 Existing resources are used in support of the school vision and goals.
- 1.18 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.2 All individuals are treated with fairness, dignity, and respect.
- 2.3 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 2.4 Student and staff feel valued and important.
- 2.5 The responsibilities and contributions of each individual are acknowledged.
- 2.6 Barriers to student learning are identified, clarified, and addressed.
- 2.7 Diversity is considered in developing learning experiences.
- 2.8 Life long learning is encouraged and modeled.

- 2.9 There is a culture of high expectations for self, student, and staff performance.
- 2.10 Technologies are used in teaching and learning.
- 2.11 Student and staff accomplishments are recognized and celebrated.
- 2.12 Multiple opportunities to learn are available to all students.
- 2.13 The school is organized and aligned for success.
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- 2.15 The school culture and climate are assessed on a regular basis.
- 2.16 A variety of sources of information are used to make decisions.
- 2.17 Student learning is assessed using a variety of techniques.
- 2.18 Multiple sources of information regarding performance are used by staff and students.
- 2.19 A variety of supervisory and evaluation models is employed.
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3.7 Time is managed to maximize attainment of organizational goals.
- 3.8 Potential problems and opportunities are identified.
- 3.9 Problems are confronted and resolved in a timely manner.
- 3.10 Financial, human, and material resources are aligned to the goals of schools.
- 3.11 The school acts entrepreneurially to support continuous improvement.
- 3.12 Organizational systems are regularly monitored and modified as needed.
- 3.13 Stakeholders are involved in decisions affecting schools.
- 3.14 Responsibility is shared to maximize ownership and accountability.
- 3.15 Effective problem-framing and problem-solving skills are used.
- 3.16 Effective conflict resolution skills are used.
- 3.17 Effective group-process and consensus-building skills are used.
- 3.18 Effective communication skills are used.
- 3.19 There is effective use of technology to manage school operations.
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.

- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.22 Human resource functions support the attainment of school goals.
- 3.23 Confidentiality and privacy of school records are maintained.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 High visibility, active involvement, and communication with the larger community is a priority.
- 4.2 Relationships with community leaders are identified and nurtured.
- 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations.
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- 4.6 The school and community serve one another as resources.
- 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4.9 Community youth family services are integrated with school programs.
- 4.10 Community stakeholders are treated equitably.
- 4.11 Diversity is recognized and valued.
- 4.12 Effective media relations are developed and maintained.
- 4.13 A comprehensive program of community relations is established.
- 4.14 Public resources and funds are used appropriately and wisely.
- 4.15 Community collaboration is modeled for staff.
- 4.16 Opportunities for staff to develop collaborative skills are provided.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- 5.1 Examines personal and professional values.
- 5.2 Demonstrates a personal and professional code of ethics.
- 5.3 Demonstrates value, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.4 Serves as a role model.
- 5.5 Accepts responsibility for school operations.
- 5.6 Considers the impact of one's administrative practices on others.
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.8 Treats people fairly, equitably, and with dignity and respect.

- 5.9 Protects the rights and confidentiality of students and staff.
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.11 Recognizes and respects the legitimate authority of others.
- 5.12 Examines and considers the prevailing values of the diverse school community.
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.14 Opens the school to public scrutiny.
- 5.15 Fulfills legal and contractual obligations.
- 5.16 Applies laws and procedures fairly, wisely, and considerately.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- 6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6.3 There is ongoing dialogue with representatives of diverse community groups.
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Public policy is shaped to provide quality education for students.
- 6.6 Lines of communication are developed with decision makers outside the school community.

ADMINISTRATOR SUMMATIVE CONFERENCE FORM

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

Date of Conference _____ **School/Work Site** _____

(If additional room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	❖ More than one (1) rating may be checked.	❖ A N/A (not applicable) or N/O (not observed) rating may be used.		
Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Meets	Growth Needed	Does Not Meet	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.				
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.				
1.3 The core beliefs of the school vision are modeled for stakeholders.				
1.4 The vision is developed with and among all stakeholders.				
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.				
1.6 Progress toward the vision and mission is communicated to all stakeholders.				
1.7 The school community is involved in school improvement efforts.				
1.8 The vision shapes the educational programs, plans, and actions.				
1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.				
1.10 Assessment data related to student learning are used to develop the school vision and goals.				
1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.				
1.12 Barriers to achieving the vision are identified, clarified, and addressed.				
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.				
1.14 Existing resources are used in support of the school vision and goals.				
The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.				

Standards/Performance Criteria	Performance/Product/Portfolio			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 2: A school administrator is an educational leader who promotes the success of all students by allocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
2.1 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.				
2.2 All individuals are treated with fairness, dignity, and respect.				
2.3 Professional development promotes a focus on student learning consistent with the school vision and goals.				
2.4 Student and staff feel valued and important.				
2.5 The responsibilities and contributions of each individual are acknowledged.				
2.6 Barriers to student learning are identified, clarified, and addressed.				
2.7 Diversity is considered in developing learning experiences.				
2.8 Life long learning is encouraged and modeled.				
2.9 There is a culture of high expectations for self, student, and staff performance.				
2.10 Technologies are used in teaching and learning.				
2.11 Student and staff accomplishments are recognized and celebrated.				
2.12 Multiple opportunities to learn are available to all students.				
2.13 The school is organized and aligned for success.				
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.				
2.15 The school culture and climate are assessed on a regular basis.				
2.16 A variety of sources of information are used to make decisions.				
2.17 Student learning is assessed using a variety of techniques.				
2.18 Multiple sources of information regarding performance are used by staff and students.				
2.19 A variety of supervisory and evaluation models is employed.				
2.20 Pupil personnel programs are developed to meet the needs of students and their families.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.				
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.				
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 Emerging trends are recognized, studied, and applied as appropriate.				
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.				
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.				
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.				
3.7 Time is managed to maximize attainment of organizational goals.				
3.8 Potential problems and opportunities are identified.				
3.9 Problems are confronted and resolved in a timely manner.				
3.10 Financial, human, and material resources are aligned to the goals of schools.				
3.11 The school acts entrepreneurially to support continuous improvement.				
3.12 Organizational systems are regularly monitored and modified as needed.				
3.13 Stakeholders are involved in decisions affecting schools.				
3.14 Responsibility is shared to maximize ownership and accountability.				
3.15 Effective problem-framing and problem-solving skills are used.				
3.16 Effective conflict resolution skills are used.				
3.17 Effective group-process and consensus-building skills are used.				
3.18 Effective communication skills are used.				
3.19 There is effective use of technology to manage school operations.				
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.				
3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.				
3.22 Human resource functions support the attainment of school goals.				
3.23 Confidentiality and privacy of school records are maintained.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				
4.1 High visibility, active involvement, and communication with the larger community is a priority.				
4.2 Relationships with community leaders are identified and nurtured.				
4.3 Information about family and community concerns, expectations, and needs is used regularly.				
4.4 There is outreach to different business, religious, political, and service agencies and organizations.				
4.5 Credence is given to individuals and groups whose values and opinions may conflict.				
4.6 The school and community serve one another as resources.				
4.7 Available community resources are secured to help the school solve problems and achieve goals.				
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.				
4.9 Community youth family services are integrated with school programs.				
4.10 Community stakeholders are treated equitably.				
4.11 Diversity is recognized and valued.				
4.12 Effective media relations are developed and maintained.				
4.13 A comprehensive program of community relations is established.				
4.14 Public resources and funds are used appropriately and wisely.				
4.15 Community collaboration is modeled for staff.				
4.16 Opportunities for staff to develop collaborative skills are provided.				

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	Meets	Growth Needed	Does Not Meet	
5.1 Examines personal and professional values.				
5.2 Demonstrates a personal and professional code of ethics.				
5.3 Demonstrates value, beliefs, and attitudes that inspire others to higher levels of performance.				
5.4 Serves as a role model.				
5.5 Accepts responsibility for school operations.				
5.6 Considers the impact of one's administrative practices on others.				
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
5.8 Treats people fairly, equitable, and with dignity and respect.				
5.9 Protects the rights and confidentiality of students and staff.				
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.				
5.11 Recognizes and respects the legitimate authority of others.				
5.12 Examines and considers the prevailing values of the diverse school community.				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.				
5.14 Opens the school to public scrutiny.				
5.15 Fulfills legal and contractual obligations.				
5.16 Applies laws and procedures fairly, wisely, and considerately.				

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Meets	Growth Needed	Does Not Meet	
6.1 The environment in which schools operate is influenced on behalf of students and their families.				
6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.				
6.3 There is ongoing dialogue with representatives of diverse community groups.				
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.				
6.5 Public policy is shaped to provide quality education for students.				
6.6 Lines of communication are developed with decision makers outside the school community.				

** More than one rating may be checked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.*

Evaluatee Signature

Evaluator Signature

Date

SUMMATIVE EVALUATION FORM FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator Standards	Ratings		
	Meets	Growth Needed	Does Not Meet*
1. Facilitates articulation & Stewardship of Vision			
2. Promotes School Culture & instructional program conducive to learning			
3. Manages safe, efficient, effective learning environment			
4. Collaborates with families & community			
5. Acts with integrity, fairness, and in ethical manner			
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

_____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments _____

Evaluator's Comments _____

To be signed after all information above has been completed and discussed.

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature Date

Evaluator Signature Date

Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
☐ Does not meet administrator standards for re-employment

Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

LIBRARY MEDIA SPECIALIST

- ◆ **Evaluation Standards and Performance Criteria**
- ◆ **Summative Conferencing Form**
- ◆ **Summative Evaluation Form**

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR LIBRARY MEDIA SPECIALIST

Standard 1: Demonstrates Proficiency in the Management and Administration of the Library Media Center.

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g., materials selection, collection, development, circulation, challenged materials, copyright, and technology.
- 1.6 Administers a library media program that utilizes flexible access.
- 1.7 Develops plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
- 1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.
- 1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
- 1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements and other innovative ways.
- 1.13 Is responsible for the proper use of the facility, materials, and equipment.
- 1.14 May plan and/or participate in special projects or proposals, e.g., book fairs.
- 1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.

Standard 2: Provides Exemplary Resources Through Collection Development

- 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for the development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
- 2.4 Maintains a professional collection.

- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- 2.6 Keeps a card of automated catalog current.
- 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

Standard 3: Provides Effective Library Media Services

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
- 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.
- 3.7 Assists faculty in the selection of materials to supplement classroom instruction.
- 3.8 Establishes positive rapport with staff and students.
- 3.9 Makes the library media center and its resources accessible to students and faculty.
- 3.10 Provides orientation for new faculty and students.
- 3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
- 3.13 Is available as a personal resource for all students and faculty.
- 3.14 Provides the resources and promotes recreational reading for the school community.

Standard 4: Enables Students to Become Effective Information Users

- 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.
- 4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 4.4 Provides for independent and cooperative group learning.
- 4.5 Guides students in the selection of appropriate resources.

- 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists students in the use of multi-media for completed projects.

Standard 5: Assumes Responsibility for Professional Growth Practices

- 5.1 Demonstrates punctuality and good attendance for all duties.
- 5.2 Follows the school board policies and administrative procedures.
- 5.3 Adheres to the state professional Code of Ethics.
- 5.4 Promotes compliance with the copyright law.
- 5.5 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.
- 5.6 Attends local professional growth activities and meetings.
- 5.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.

LIBRARY/MEDIA SPECIALIST SUMMATIVE CONFERENCE FORM

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

Date of Conference _____ **School/Work Site** _____

(If additional room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Standards/Performance Criteria	Performance/Product/Portfolio Ratings ❖ More than one (1) rating may be checked. ❖ A N/A (not applicable) or N/O (not observed) rating may be used.			Notes
Standard 1: Demonstrates Proficiency in the Management and Administration of the Library Media Center.	Meets	Growth Needed	Does Not Meet	
1.1 Plans long-range goals of the library media center program with faculty, administration, and students.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.				
Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
1.5 Develops library media center policies, e.g., materials selection, collection, development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials, and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g., book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				

Standard 2: Provides Exemplary Resources Through Collection Development	Meets	Growth Needed	Does Not Meet	
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for the development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.				
2.6 Keeps a card of automated catalog current.				
2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
2.8 Makes general repairs, weeds collection, and takes annual inventory.				

Standard 3: Provides Effective Library Media Services	Meets	Growth Needed	Does Not Meet	
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
3.7 Assists faculty in the selection of materials to complement classroom instruction.				
3.8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for the school community.				

Standard 4: Enables Students to Become Effective Information Users	Meets	Growth Needed	Does Not Meet	
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.				
4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multi-media for completed projects.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 5: Assumes Responsibility for Professional Growth Practices				
Demonstrates punctuality and good attendance for all duties.				
5.2 Adheres to school board policies and administrative procedures.				
5.3 Adheres to the state professional Code of Ethics.				
5.4 Promotes compliance with the copyright law.				
5.5 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				
5.6 Attends local professional growth activities and meetings.				
5.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.				

** More than one rating may be checked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.*

Evaluatee Signature

Evaluator Signature

Date

SUMMATIVE EVALUATION FORM FOR LIBRARY MEDIA SPECIALIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences 1st _____ 2nd _____ 3rd _____ 4th _____

Library Media Specialist Standards	Meets	Ratings	
		Growth Needed	Does Not Meet*
1. Demonstrates Proficiency in the Management and Administration of the Library Media Center			
2. Provides Exemplary Resources through Collection Development			
3. Provides Effective Library Media Services			
4. Enables Students to Become Effective Information Users			
5. Assumes Responsibility for Professional Growth Practices			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Evaluatee's Comments _____

Evaluator's Comments _____

To be signed after all information above has been completed and discussed.

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature Date

Evaluator Signature Date

Employment Recommendation to Central Office:

- ☐ Meets library media specialist standards for re-employment
☐ Does not meet library media specialist standards for re-employment

Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

GUIDANCE COUNSELOR

- ◆ **Evaluation Standards and Performance Criteria**
- ◆ **Summative Conferencing Form**
- ◆ **Summative Evaluation Form**

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR GUIDANCE COUNSELOR

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementing, and evaluating of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The counselor understands and knows how to:

- 1.1 Define needs and priorities.
- 1.2 Determine objectives.
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance and effectiveness of the program.
- 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The counselor understands and knows how to:

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

The counselor understands and knows how to:

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promote wellness.
- 3.3 Respond to crises.
- 3.4 Communicate empathy and understanding.
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.
- 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
- 3.8 Respect and nurture the uniqueness of each student.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

The counselor understands and knows how to:

- 4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interpret relevant information concerning the developmental needs of students.
- 4.3 Reduce barriers to student learning through direct referred services.
- 4.4 Facilitate new student integration into the school environment.
- 4.5 Work with teachers to provide support for students in a crisis situation.
- 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school communities.
- 4.7 Facilitate successful communication between and among teachers and parents, and teacher and students.
- 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consult with external community and professional resources.

Standard 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

The counselor understands and knows how to:

- 5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.

- 5.2 Use an effective referral process for assisting students and others to use special programs and services.
- 5.3 Identify community agencies for referral of students.
- 5.4 Maintain cooperative working relationships with community resources.
- 5.5 Facilitate successful transition from one level of education to the next, (i.e., elementary to middle).

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The counselor understands and knows how to:

- 6.1 Participate in the planning and evaluation of the district/school testing program.
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinate student records to ensure the confidentiality of assessment data.
- 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The counselor understands and knows how to:

- 7.1 Demonstrates punctuality and good attendance for all duties.
- 7.2 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the state professional Code of Ethics.
- 7.3 Adheres to school board policies and administrative procedures.
- 7.4 Adhere to federal/state laws and regulations related to education and child protection.
- 7.5 Be responsible for the on-going professional development.
- 7.6 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.7 Be knowledgeable of the position statements of the American School Counselor Association.
- 7.8 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Standard 8: Demonstrates Professional Leadership

The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well being.

The counselor understands and knows how to:

- 8.1 Build positive relationships within and between school and community.
- 8.2 Promote leadership potential in colleagues.
- 8.3 Participate in professional organizations and activities.
- 8.4 Write and speak effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Write for publication, present at conferences and provide professional development.
- 8.11 Work with colleagues to administer an effective learning climate within the school.

Standard 9: Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

The counselor understands and knows how to:

- 9.1 Establish priorities for professional growth.
- 9.2 Analyze student performance to help identify professional development needs.
- 9.3 Solicit input from others in the creation of individual professional development plans.
- 9.4 Solicit input from others in the creation of individual professional development plans.
- 9.5 Implement knowledge and skills acquired through on-going professional development.
- 9.6 Modify own professional development plan to improve performance and to promote student learning.

GUIDANCE COUNSELOR SUMMATIVE CONFERENCE FORM

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluated _____ **Position** _____

Evaluator _____ **Position** _____

Date of Conference _____ **School/Work Site** _____

(If additional room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	❖ More than one (1) rating may be checked. ❖ A N/A (not applicable) or N/O (not observed) rating may be used.			
Standard 1: Program Management, Research, and Evaluation	Meets	Growth Needed	Does Not Meet	
1.1 Define needs and priorities.				
1.2 Determine objectives.				
1.3 Communicate with the stakeholders, including school councils, about the design, importance and effectiveness of the program.				
1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
1.5 Evaluate the program to assure its contribution to the school's mission and goals.				
1.6 Use information systems and technology.				

Standard 2: Developmental Guidance Curriculum	Meets	Growth Needed	Does Not Meet	
2.1 Assess the developmental need of students.				
2.2 Address academic expectations and school-to-work initiatives.				
2.3 Prepare students for successful transitions.				
2.4 Evaluate the results of the curriculum's impact.				
2.5 Modify the curriculum as needed to continually meet the needs of students.				
2.6 Modify the curriculum as needed to continually meet the needs of students.				
2.7 Provide guidance for maximizing personal growth and development.				
2.8 Teach the school developmental guidance curriculum.				
2.9 Assist teachers in the teaching of the guidance curriculum.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 3: Individual/Small Group Counseling				
3.1 Provide a safe, confidential setting in which students present their needs and concerns.				
3.2 Promote wellness.				
3.3 Respond to crises.				
3.4 Communicate empathy and understanding.				
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.8 Intervene in problem/conflict situations and conduct follow-up sessions.				
3.9 Mediate classroom and student conflict.				
3.10 Empower students to develop and use their resources.				

Standard 4: Consultation/Collaboration	Meets	Growth Needed	Does Not Meet	
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.				
4.2 Interpret relevant information concerning the developmental needs of students.				
4.3 Reduce barriers to student learning through direct referred services.				
4.4 Facilitate new student integration into the school environment.				
4.5 Work with teachers to provide support for students in a crisis situation.				
4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school communities.				
4.7 Facilitate successful communication between and among teachers, parents, teacher and students.				
4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9 Consult with external community and professional resources.				

Standard 5: Coordination	Meets	Growth Needed	Does Not Meet	
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.				
5.2 Use an effective referral process for assisting students and others to use special programs and services.				
5.3 Identify community agencies for referral of students.				
5.4 Maintain cooperative working relationships with community resources.				
5.5 Facilitate successful transition from one level of education to the next (i.e., elementary to middle).				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Standard 6: Assessment				
Participate in the planning and evaluation of the district/school testing program.				
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.				
6.3 Collaborate with staff concerning assessment of special needs students.				
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.				
6.5 Coordinate student records to ensure the confidentiality of assessment data.				
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.				

Standard 7: Adheres to Professional Standards	Meets	Growth Needed	Does Not Meet	
7.1 Demonstrates punctuality and good attendance for all duties.				
7.2 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the state professional Code of Ethics.				
7.3 Adheres to school board policies and administrative procedures.				
7.4 Adhere to federal/state laws and regulations related to education and child protection.				
7.5 Be responsible for the on-going professional development.				
7.6 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.7 Be knowledgeable of the position statements of the American School Counselor Association.				
7.8 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.				

Standard 8: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	
8.1 Build positive relationships within and between school and community.				
8.2 Promote leadership potential in colleagues.				
8.3 Participate in professional organizations and activities.				
8.4 Write and speak effectively.				
8.5 Guides the development of curriculum and instructional materials.				
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 Practice effective listening, conflict resolution, and group facilitation skills as a team member.				
Present program in a manner that reflects sensitivity to a multicultural and global perspective.				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes
	Meets	Growth Needed	Does Not Meet	
Write for publication, present at conferences and provide professional development.				
8.11 Work with colleagues to administer an effective learning climate within the school.				

Standard 9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	
9.1 Establish priorities for professional growth.				
9.2 Analyze student performance to help identify professional development needs.				
9.3 Solicit input from others in the creation of individual professional development plans.				
9.4 Solicit input from others in the creation of individual professional development plans.				
9.5 Implement knowledge and skills acquired through on-going professional development.				
9.6 Modify own professional development plan to improve performance and to promote student learning.				

** More than one rating may be checked. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.*

Evaluatee Signature

Evaluator Signature

Date

SUMMATIVE EVALUATION FORM FOR GUIDANCE COUNSELOR

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences 1st _____ 2nd _____ 3rd _____ 4th _____

Guidance Counselor Standards	Ratings		
	Meets	Growth Needed	Does Not Meet*
1. Program Management, Research, and Evaluation			
2. Developmental Guidance Curriculum			
3. Individual/Small Group Counseling			
4. Consultation/Collaboration			
5. Coordination			
6. Assessment			
7. Adheres to Professional Standards			
8. Demonstrates Professional Leadership			
9. Engages in Professional Development			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____

Evaluatee's Comments _____

Evaluator's Comments _____

To be signed after all information above has been completed and discussed.

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator

Evaluator Signature

Date

Employment Recommendation to Central Office:

☐ Meets guidance counselor standards for re-employment

☐ Does not meet guidance counselor standards for re-employment

Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.